

Carson Graham Secondary School - Rubric for the Assessment of the Extended Essay

	4	3	2	1	0
A: RESEARCH QUESTION - to what extent is the purpose of the essay specified?			The research question is clearly stated in the introduction and sharply focused, making effective treatment possible within the word limit.	The research question is stated in the introduction but is not clearly expressed or is too broad in scope to be treated effectively within the word limit.	The research question is not stated in the introduction or does not lend itself to a systematic investigation in an extended essay in the subject in which it is registered.
B: INTRODUCTION - to what extent does the introduction 1) make clear how the research question relates to existing knowledge on the topic and 2) how the topic chosen is significant and worthy of investigation.			The context of the research question is clearly demonstrated. The introduction clearly explains the significance of the topic and why it is worthy of investigation.	Some attempt is made to set the research question into context. There is some attempt to explain the significance of the topic and why it is worthy of investigation.	Little or no attempt is made to set the research question into context. There is little or no attempt to explain the significance of the topic.
C: INVESTIGATION - to what extent is the investigation planned and has an appropriate range of sources been consulted, or data been gathered, that is relevant to the research question.	An imaginative range of appropriate sources has been consulted, or data has been gathered, and relevant material has been carefully selected. The investigation has been well planned.	A sufficient range of appropriate sources has been consulted, or data has been gathered, and relevant material has been selected. The investigation has been satisfactorily planned.	A limited range of appropriate sources has been consulted, or data has been gathered, and some relevant material has been selected. There is evidence of some planning in the investigation.	A range of inappropriate sources has been consulted, or inappropriate data has been gathered, and there is little evidence that the investigation has been planned.	There is little or no evidence that sources have been consulted or data gathered, and little or no evidence of planning in the investigation.
D: KNOWLEDGE AND UNDERSTANDING OF THE TOPIC STUDIED	The essay demonstrates a very good knowledge and understanding of the topic studied. Where appropriate, the essay clearly and precisely locates the investigation in an academic context.	The essay demonstrates a good knowledge and understanding of the topic studied. Where appropriate, the essay successfully outlines an academic context for the investigation.	The essay demonstrates an adequate knowledge and some understanding of the topic studied. The essay shows some awareness of an academic context for the investigation.	The essay demonstrates some knowledge but little understanding of the topic studied. The essay shows little awareness of an academic context for the investigation.	The essay demonstrates no real knowledge or understanding of the topic studied.

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E: REASONED ARGUMENT - the essay uses the material collected to present ideas in a logical and coherent manner, and develops a reasoned argument in relation to the research question.	Ideas are presented clearly and in a logical and coherent manner. The essay succeeds in developing a reasoned and convincing argument in relation to the research question.	Ideas are presented in a logical and coherent manner, and a reasoned argument is developed in relation to the research question, but with some weaknesses.	There is some attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question, but this is only partially successful.	There is a limited or superficial attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question.	There is no attempt to develop a reasoned argument in relation to the research question.
F: APPLICATION OF ANALYTICAL AND EVALUATIVE SKILLS APPROPRIATE TO THE SUBJECT	The essay shows effective and sophisticated application of appropriate analytical and evaluative skills.	The essay shows sound application of appropriate analytical and evaluative skills.	The essay shows some application of appropriate analytical and evaluative skills, which may be only partially effective.	The essay shows little application of appropriate analytical and evaluative skills.	The essay shows no application of appropriate analytical and evaluative skills.
G: USE OF LANGUAGE APPROPRIATE TO THE SUBJECT	The language used communicates clearly and precisely. Terminology appropriate to the subject is used accurately, with skill and understanding.	The language used communicates clearly. The use of terminology appropriate to the subject is accurate, although there may be occasional lapses.	The language used for the most part communicates clearly. The use of terminology appropriate to the subject is usually accurate.	The language used sometimes communicates clearly but does not do so consistently. The use of terminology appropriate to the subject is only partly accurate.	The language used is inaccurate and unclear. There is no effective use of terminology appropriate to the subject.
H: CONCLUSION			Little or no attempt is made to provide a conclusion that is relevant to the research question.	A conclusion is attempted that is relevant to the research question but may not be entirely consistent with the evidence presented in the essay.	Little or no attempt is made to provide a conclusion that is relevant to the research question.

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I: FORMAL PRESENTATION - to what extent do the layout, organization, appearance and formal elements of the essay consistently follow a standard format. The formal elements are: title page, table of contents, page numbers, illustrative material, quotations, documentation (including references, citations and bibliography) and appendices (if used).	The formal presentation is excellent.	The formal presentation is good.	The formal presentation is satisfactory.	The formal presentation is poor.	The formal presentation is unacceptable, or the essay exceeds 4,000 words.
J: ABSTRACT - does the abstract clearly state the research question that was investigated, how the investigation was undertaken and the conclusion(s) of the essay.			The abstract clearly states all the elements listed above.	The abstract contains the elements listed above but they are not all clearly stated.	The abstract exceeds 300 words or one or more of the required elements of an abstract is missing.
K: HOLISTIC JUDGMENT - this criterion is to assess the qualities that distinguish an essay from the average, such as intellectual initiative, depth of understanding and insight.	The essay shows considerable evidence of such qualities.	The essay shows clear evidence of such qualities.	The essay shows some evidence of such qualities.	The essay shows little evidence of such qualities.	The essay shows no evidence of such qualities.